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JANUARY, 1910

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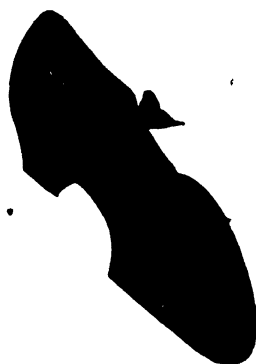
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The Filipino Teacher

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VICENTE DIAZ, Editor

VOL. III

MANILA, JANUARY, 1910

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EDITOR'S PAGE

1909 AND 1910 The year 1909 is now a thing of the past. The world's record for the last three-hundred and sixty-five days is now a part of that voluminous book called the Book of Time. If we will take a rapid glance at the nineteen-hundred-ninth chapter of this great book we will undoubtedly find that, as regards to the accounts of our personal achievements, there are entire pages showing where we wrote "success" and where we wrote "failure." There are pages showing where we felt "happiness" and where we sighed "sorrow, misfortune and misery." Perhaps at the end of this anxious search some of us will find to our mortification that the balance is against us, that our failures greatly outweigh our success; that we had often sighed "sorrow" where we ought to have felt "happiness"; that we had often shed tears where we ought to have smiled. Or it may be that, when our search is through, we come to the conclusion that the year that has just left us has been one of unusual bounty to us; that God has made our burdens light and our sorrows least; that our efforts have been crowned with success and not with failure.

If the former is our case, let us not lose heart. The year 1910 is now upon us. Fresh and young, it beckons us to accomplish more than what we

had last year, it encourages us to establish for ourselves during its stay a record worthy of being imitated and perpetuated. What are failures in this world if not to prove a young man's worth and might? What are sorrows in this valley of tears if not to prove that, as light follows darkness, and a calm, pleasant day a stormy one, a promising future is dawning? My dear friends, let our past record, however discouraging it may appear to us, be our stepping-stone to a better and brighter achievement this year. Remember that "not failure, but low aim is crime." Failures open to us the doors to success, and success enables us to accomplish greater and more difficult things.

If the latter is our case, with our past record before us as an incentive, and the assurance that an All-wise One directs our steps in the dark footpaths of Time, let us endeavor to so conduct ourselves that when the last moments of the year 1910 will have flown into eternity's clasp, we shall be able to acknowledge without false pride that we have not been self-sufficient, self-contented; that we have made wise use of every opportunity offered us to improve ourselves, our country, and our countrymen, and that we have been thankful for the bounties of a just Providence who watches over the destiny of mankind.

JOSE RIZAL

(Address delivered at the Grandstand on the Luneta, December 30, by Judge Charles S. Lobingier of the Court of First Instance, Manila—Ed.)

I consider myself highly honored by the invitation of my Filipino friends to participate in a celebration in honor of our great compatriot José Rizal. I say "our" great compatriot because while he belongs primarily to the Filipino people, his memory ought to be, and is, cherished by all who seek the welfare and advancement of the Philippines; hence the constituted authorities have made this a legal holiday, here coordinate in rank with the birthday of that other great compatriot, the immortal Washington. Besides, Rizal by his extensive travel and long residence abroad, his acquisition of the leading modern languages, including English, and his association with the eminent scientists of different nations—like Virchow, the pathologist, Blumentritt, the ethnologist, and Wecker, the oculist—became a cosmopolitan character, a citizen of the world. Truly, all lovers of progress may claim him as a compatriot.

"I shall not consume your time by recounting the familiar details of Rizal's life—more familiar, doubtless, to you than to me. But, there are two facts which impress me as exemplifying his foremost characteristics, and as affording lessons of the highest value to his countrymen. First of all, Rizal fitted himself by the best means attainable, for useful occupation, the

most useful, indeed, which he could possibly have selected. He was not content to eat the bread of idleness or to gain his livelihood from the toil of others. Nor did he seek even the easiest vocation. He made his own way through his own efforts, utilizing the best facilities which the world afforded in making himself more serviceable to mankind. After exhausting the advantages available in his native country he went to Europe and there in the greatest universities, and under the most learned specialist in Madrid, Paris, Berlin and London, he devoted himself to the study of the healing art, and especially to that branch of it which relates to the eye and the phenomena of vision. And all the while he supported himself working, it is said, part of the time as a type setter. Let the Filipino youth of to-day ponder well on his inspiring example of industry and respect for honest toil, of self-reliant ambition, and of earnest and unswerving devotion to a lofty ideal. How much it would mean for his countrymen if more of them would, like him, resolve to know the best the world affords of the healing art! How much of disease and suffering would be prevented, how much more numerous and virile would the race become, and how much less rapidly would spread the thousand cemeteries that sadly dot the fair landscape of the Philippines! The most appropriate monuments to our hero are up-to-date medical colleges where the youth of his country may become physicians as skillful as he.

"In the second place, Rizal depreciated forcible me-

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asures. With him the instrument of liberation for his country was not the sword but the school. He may, indeed, be aptly called the Nathan Hale of the Filipino revolution, for like the famous young American hero he mourned because he had but one life to give his country. But Rizal was also the Benjamin Franklin of that revolution for like the sage of Philadelphia who may be justly called "the first American," he advised his people, by example if not by precept, to "light the torches of industry and economy." Hence it is that Retana, his Spanish biographer, can truly say that Rizal was "a despoiser of revolution." He knew that the road to improvement lay not through strife and bloodshed, but through peace, industry and virtue. He knew that the saddest fate which could befall his countrymen would be a state of mind with passions inflamed and attention distracted from the pursuit of useful arts and industries. And so it is said that in all his writings there is not one sentence that incites his people to sedition. Education had emancipated him and he felt sure that it would emancipate them. His journal, kept during the years from 1882 to 1885 show that his largest item of expenditure was for books. If his noble spirit could return to earth to-day, what gratification would he find in knowing that more than half a million of his young countrymen are now enrolled in the public schools of the Philippines. What a tower of strength he would be in supporting the government policy which aims at nothing short of the uplift of his people—not merely the favored few nor the wealthy and aristocratic, but the entire

Filipino people. For it must not be forgotten that Rizal, who had travelled in America, contemplated with equanimity but with rare prophetic vision, the possibility of the American advent eight years before it actually occurred.

'Peace hath her victories

No less renowned than war.'

"And just as Booker T. Washington is a wiser, even if less picturesque, leader of his race than was Toussaint l'Ouverture who led it only to battle and left in Haiti a legacy of dissension and decline; just as Porfirio Diaz has done more for the redemption of Mexico than did the revolutionist Juarez, so Rizal was the greatest Filipino of his day because he saw that real freedom is a boon which comes to each individual only through emancipation from ignorance.

• "All hail Rizal, self-emancipated liberator from ignorance! Flower of the Filipino race we salute thee! Brave leader of a seemingly forlorn hope, rest now with the world's illustrious martyrs who, like thee, have

"Made way for liberty and died."

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Organization of Industrial Instruction (*)

The most important piece of work now before this office is the organization, promotion and proper supervision of industrial instruction. For several years past various lines of industrial work have been officially prescribed for primary and intermediate grades and much has been done in all school divisions pursuant to these requirements of the course of study.

The Philippine School of Arts and Trades in Manila and thirty-five provincial trade schools and manual training schools have been equipped with adequate sets of woodworking tools, twenty-three of them have been supplied with machinery outfits and several have been provided with iron-working equipment. Thousands of pupils have been receiving regular instruction in these shops. In most cases important results have been accomplished, and in two or three striking instances these institutions have developed into well organized business enterprises. Tool work in wood is gradually being introduced into fourth grade classes of the primary schools, with the purpose of ultimately extending this instruction in all such classes in the Islands.

School gardening is prescribed for every primary school. In most divisions a serious attempt has been made for a couple of years past to meet this requirement of the course of study. In some provinces the daily food supply of the people has been materially increased and improved through this agency. Agricultural work on a larger scale has been undertaken in a few cases, but as yet with slight success.

Every girl receives instruction for from two to five years in plain sewing and cooking. In certain divisions, notably the city of Manila, embroidery and lace-making

have been undertaken in the primary schools with marked success. The means of earning a good livelihood are so put into the hands of many girls.

The schools of Manila have done a valuable piece of work in establishing school kitchens and lunch counters where wholesome and nutritious foods are daily prepared for sale to the students, all service in this connection being rendered by the pupils themselves.

Instruction in the making of hats from bamboo, buri, and sabutan is provided in several hundred schools. Steps have recently been taken to give general distribution to the last named fibre which is probably the most valuable in the development of this Philippine industry. Most primary schools have given much attention to the weaving of baskets, mats, fans, and household ornaments and conveniences.

• Instruction in loom-weaving is offered in many schools, notably in the mountain districts, in the Ilocano country and in the Philippine Normal School. The Trade School has turned out about 70 weaving looms of improved model and these have been distributed to the capitals through out the Islands for duplication in the provincial school shops.

Pottery work has been undertaken in a simple way in various localities and now, with a view to larger and more valuable results, a kiln has been constructed at Sta. Cruz, Laguna where pottery making will be undertaken in connection with the Trade School. Other similar plans are projected.

But to this date all our efforts in these various industrial lines have been experimental. Each province has had to work out its own plans independent of assistance or supervision from headquarters. The time for organization has now come. A department is being established in the General Office whose business it will be to organize, promote and supervise industrial instruction in all Philippine public schools. Direction and

(*) A recent circular issued by the Director of Education to the Division Superintendents of Schools of the Philippine Islands.—Ed.

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purpose will be given to all manual training. In so far as possible, the handiwork of every school will be commercialized. Instruction in hat-making, embroidery, pottery, and other minor industries, will have in view the training of the pupil to make always a serviceable and salable article. It will be our purpose to operate every trade school and every school farm on a business basis.

These ends will be promoted by the following:

(1) Detailed information on what is now being done in the schools throughout the Islands will be gathered in the General Office from all divisions. Notably successful industrial work of whatsoever character, will be described in reports and illustrated pamphlets, printed and distributed for the information and inspiration of the entire field.

(2) The General Office will accumulate and promulgate data as to the sources, cost and uses of materials serviceable in industrial classes, and will also furnish information as to the marketability of schools products.

(3) A corps of industrial supervisors and inspectors will visit the schools of all provinces for the purpose of instructing, advising and assisting teachers. These supervisors will be recruited from among superintendents and teachers who have applied themselves most successfully to the problems of industrial instruction.

(4) A consistent and determined effort will be made to develop efficient industrial teachers. Something has been done already in this line in the Trade School and the Normal School in Manila, and in the provinces of Pangasinan, Iloilo, Tarlac, Pampanga and Nueva Ecija. Hereafter the insular schools will be dedicated more, exclusively to the training of special teachers, and furthermore, each school division will be expected to develop by its own effort a corps of teachers for industrial work.

Teachers and supervisors attaining marked proficiency in industrial lines will be considered eligible to special

recognition in points of favorable assignment and compensation.

It is not desired that any one shall infer from the above that the school system as at present established is to be revolutionized. The chief function of the Bureau of Education in the future as in the past will be to give the people a primary education in the English language. The course of Study is not to undergo any radical modification; on the other hand, its requirements will be insisted upon. The undersigned is convinced that the Bureau of Education is in a position to do a most notable piece of work from now on in the promotion of industrial instruction throughout this school system. The time seems to be ripe for large results. The Filipino people generally are perhaps more interested in, and more hopeful of, beneficial results from this phase of our work than from any other. We can count upon their assistance. In the working out of, this problem we shall expect the active and sympathetic co-operation of all superintendents, supervisors and teachers.

FRANK R. WHITE.

Director of Education.

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The Normal Institute at Indang, Cavite

The province of Cavite fronting Manila Bay is divided into lowland and upland section. In the southern part the land rises gently into the Tagaytay range which embraces the towns of Silang, Amadeo, Indang, Mendez Nunez, Alfonso, Bailen and Magallanes. The rice being in harvest in these upland regions all the teachers went to Indang in which the doors of the Normal Institute were thrown open to them and on the 4th of October 1909 the session was begun and continued until the 29th with an enrollment of 33 teachers under the following attainments by district residence:

District Residence	Intermediate			Secondary First Year	Total
	V	VI	VII		
Alfonso	3	0	3	6	12
Indang	2	1	4	6	13
Silang	1	4	1	1	7
Magallanes . .	0	1	0	0	1
<i>Total.</i>	6	6	8	13	33

All the teachers received academic instruction from Mr. José Ambalada and Mr. Pedro Leonor in charge of Grades V and VI and Mr. Mariano Mondoñedo and Mr. Fernando Matro of Grade VII and First Year High School. Mr. Mariano Mondoñedo delivered lectures on Elementary Agriculture three times a week and directed field work twice a week. Mr. Lorenzo Varias, especial teacher of Industrial work taught and carried out all industrial exercises outlined by the Division Superintendent, Mr. E. H. Hammond. The Normal Instruction that was given to all attending teachers, consisted of Language and Number Works by methods and a Practice Class in which all the teachers had an opportunity to teach the most backward pupils of Grades I and II. Before the close of the Institute an examination on this instruction was held and,

13 teachers were marked from 90%-100%; 12 from 80%-89%; 5 from 70%-79%; 2 from 50-56% and 1 handed unfinished

The teachers enjoyed the time and no efforts were spared in holding literary and social entertainments followed by refreshments. During the Normal there were held three entertainments with 48 exercises in all.

The institute was a success and all in attendance derived much benefit from it. Nowadays teaching and schooling thruout the upland section are more successfully displayed; industrial work is actively carried on, and doubtless it would have the largest representation for Cavite in the Carnival; and gardening by the schools is the most flourishing.

It was the intention of the Division Superintendent of Schools, Mr. E. H. Hammond upon coming to Cavite to give a chance to Filipino Teachers to conduct an Institute such as above carried out under the principalship of Mr. Fernando Matro. This is the only institution of American style carried out by Filipino Teachers that was held ever since the system of public aducation was established in the islands.

Mr. Fernando Matro was born at Imus, Cavite, where he completed the primary course. He was later sent to the "Manila Normal School" where he attained, after a four years' study, the Teachers' Diploma known as "First Class Teacher." In 1904 he took and passed the Teachers' Examination.

Under Spanish time he taught school in Sta. Barbara Ilo-ilo for two years and in Taal, Batangas for one year. In 1898 he was called upon to reopen the public school at Imus, Cavite, and there he served at a critical time until General Lawton came to that town in June 1899. He continued the work by authority of the American Army stationed in that place but resigned in April 1900 to continue his studies in English. In 1903 after a throught preparation he began school work again and taught in the following schools:—Imus, Magallanes and Alfonso. While teaching in Alfonso, he was appointed Assistant Supervising Teacher which position he still holds.

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Hygiene as a Principal Factor of Health

(This paper was read by its author, a medical student, before the members of the Malate Social Club in one of its ordinary meeting.—Ed.)

* * * * *
 "HIGIENE AS A PRINCIPAL FACTOR OF HEALTH" is the subject that was assigned to me. This subject is very broad and it requires hours and days to discuss it properly, so I made up my mind to limit myself in some part of it, and discuss it briefly to you.

Before going into the discussion of this subject, it seems to me wise to define to you first the terms hygiene and health.

Hygiene is the science of preservation and improvement of health of individuals or of communities.

Health, according to some authors, is the soul that animates, all enjoyments of life are tasteless, if not dead, without it.

It is the health, that enlarges the soul of the individual, opens all his power to receive instruction and to relish virtue. He, who has health, has little more to wish for, and he who is so wretched as to want health, wants everything with it.

Now do you want to know the value of health? Then listen to Johnson, "Health is certainly more valuable than money because it is by health that the money is procured, but thousands and millions are of small avail to allviate the protracted tortures of tuberculosis and to repair the broken organ of sense. Poverty is indeed an evil from which we naturally fly, but let us not run from one enemy to another nor take shelters in the arms of sickness".

To be successful in any line, we must have health and strength and a long life in which to work our ideals.

You have heard now what health is and its value, now comes this question. In what ways can we preserve and improve our health? There are many ways in which we can accomplish this. But it occurred to me in the preparation of this subject, in place of attempting to project a bird's eye view on the different ways, it would be well to limit my attention and lay stress upon air, water, food as principal factors of health.

Air.—What is that air we breathe? Air is a mixture of gasses. It is composed of oxygen, nitrogen, water vapor and small quantity of other gasses. Pure air is colorless, tasteless and odorless.

Oxygen, carbon dioxide and water vapor are essentially related to the life of plants and animals. Oxygen is very essential to all forms of life and without it, we can not live. The oxygen that we breathe is partly used by the body, part of it is taken up by the blood, and part remains in the exhaled air. On the other hand, carbon dioxide is given off in the lungs and passes off with the unused oxygen. While the greater part of this process is performed by the body thru the lungs, more or less exchange of gasses takes place in all animals thru the skin.

Nitrogen is also vitally connected with different forms of life. Atmospheric nitrogen dilutes the oxygen, and although we live in an atmosphere containing such a large proportion of nitrogen, we can not assimilate it. The nitrogen needed by the animals must be in combination to become available. And this is taken in the form of nitrogenous food such as meat, fish and wheat.

Pure air is very important in the life of every one of us because the highest degree of health is only possible when the other conditions are added to that of the proper supply of pure air. It constitutes one of the three wicks to the lamp's life, as Prof. Holmes considers it. He said, "There are three wicks to the lamp's life, brain, blood, breath. Press the brain a little, the light goes out and followed by both the others; stop the heart a minute and out go all three of the wicks. Chock the air out of the lungs and presently the fluid ceases to supply the other centers of flame, and all is soon stagantion, cold, and darkness."

In order to be free from disease it is indispensable to breathe pure air, and to do this it is necessary that our homes be kept properly ventilated. The object of ventilation may be stated in general terms, to be a continuous replacement of the vitiated air in a nearly closed space by fresh air.

From this statement the sanitarians are not able to say positively at what point air in the room becomes injurious to breathe. The statement frequently made in the books, that when the air contains as much as 1% carbon dioxide that has been produced by breathing, evil results are sure to occur is not so, because the experiments of Haldane and Smith seem to disapprove this statement. The practical rule in ventilation is to keep the air in the room as nearly fresh as possible, like the composition of the atmosphere outside.

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The ventilation should be sufficiently ample so that each individual receives at least 100,000 liter of fresh air per hour. The rapidity of renewal of air will depend upon the cubic space allotted to each individual. The smaller the space is, the more ample must be the ventilation.

In badly ventilated rooms the air acquires a disagreeable odor perceptible immediately on entering, and persons remaining under such conditions for any length of time, suffer from headache, depression and a general feeling of uncomfortableness. This is due to a large increase of carbon dioxide and diminution of oxygen in the respired air, a result which in itself will cause death. In addition to this, air becomes heated to a high temperature and saturated with water vapor, both of these conditions prevent loss of heat from the body and produce fever temperature.

Statistics show that impure air is one of the most important factors of the cause of death. The health of the individuals being in direct proportion to the purity of the air they breathe.

Certain diseases such as tuberculosis, pneumonia etc. appear to be more associated with impure air than others. Whether the micro-organism causing these diseases are capable of growth and multiplication in the air is uncertain, but there is no doubt that they can retain their vitality for a long time in the air. The poisons of scarlet fever, smallpox retain their infective power in the air for weeks, and capable of exciting diseases to any person susceptible to their influence.

For many years attention has been directed to the great amount of respiratory diseases caused by dust, inhaled into the lungs, and a very good example of this disease which is very common in our country is *tuberculosis* and what is commonly known as *phthisis*.

Let me speak to you something about tuberculosis, though it is not my object to discuss here any disease at all, but the importance of this subject will give you something worth knowing.

The infection by tuberculosis is chiefly spread by the bacteria contained in dried sputa of tuberculous individual which become dried and inhaled. On account of the prevalence of this disease, the bacilli are very generally distributed in the form of dust which can adhere to anything about the patient. As many as four billions bacilli may be expectorated by a patient suffering tuberculosis in 24 hours according to Nutall. Infection may also occur thru milk or meat of tuberculous animals. Direct inoculation may occur thru the sputa on clothes if they gain access to cuts in the hands, in the process of washing, though this is not the common way. Tubercle bacilli can retain their virulence for five months in dried sputum, and in sputum which has undergone putrefaction, they may retain virulent for forty days.

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Preventive measures.—Isolation not being practicable, every other means of limiting the spread of the disease should be restored to, impress upon the patient the importance of care on his part as a duty to others. The sputa being the chief agent on spreading the disease must be looked to. Kissing with tuberculous individuals is to be avoided, for it is a direct means of infection. Instruct the patient not to spit on the floor; he can expectorate on pieces of toilet paper which should be burnt promptly. The use of handkerchiefs for expectorations is to be condemned, as the sputa readily dry therein and through the friction in the pocket the infectious matter is converted into dust and scattered about. Healthy persons should never be permitted to sleep in the same bed with tuberculous individuals. Tuberculous individuals should be provided with special eating utensils, which should be boiled after using. It is desirable that the room where tuberculous patient lives should be well ventilated and maintained by opening the windows or other arrangements by which the air of the room can pass directly into the open air. Damp and dark houses should be heated and ventilated as well as possible.

We have seen from the above statements how injurious to the health of the individual the impure air is. Probably it will sound paradoxical to you to hear now that it is a very common custom here in our country to sleep together in a small space with their windows closed tight as if they were afraid of the night air, thus preventing the free circulation of fresh air and allow the accumulation and circulation of air full of CO₂ gas, which is poisonous to human body. Another custom handed to us by our grandfathers and still remains to day in practice by many, and advised by some old quack doctors, is to inclose the sick person in a room where only a very small amount of air can get in. All of you know the injurious effect that this will cause, both to the patient and the rest of the family, for the simple reason that the impure air can not get out.

Now, ladies and gentlemen, we must impress upon the mind of the public the vast importance to them of sleeping with open windows and convince them not to be afraid of the night air, remove from their minds their old belief of "bakâ mahipan ng hangin". Tell them what a far seeing, clear visioned poet wrote.

Air, air, fresh life blood thin and searching air.
The clear, dear breath of Gold that loveth us.

Water is beautiful but not like air.

(To be continued).

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Plans:—

N.º 1.—A box full of bamboo splints of various lengths is needed. Give each pupil a handful. Write the Roman numerals on the blackboard, as I, II, III, IV, V. Let the children lay sticks on their desks to form the numerals.

N.º 2.—Have pupils write the days of the week.

Let them write one thing they do on the different days.

N.º 3.—Draw geometrical figures, triangles, squares, pentagons, etc. on the board.

Let the pupils lay sticks to form these figures.

N.º 4.—Write a number of words on the blackboard and have the pupils make as many sentences as they can with them.

N.º 5.—Have pupils write all the sentences in the lesson that ask questions.

N.º 6.—Write a short letter on the blackboard.

Be sure you have a good form.

Have pupils copy the letter.

N.º 7.—Write one letter on the board and have pupils see who can write the most words containing that letter.

N.º 8.—Draw a list of common or well known objects on the board. Make them straight line pictures. Pupils may lay sticks to form the pictures.

N.º 9.—Give pupils pictures and let them write the names of all objects they can see in the pictures.

N.º 10.—Let pupils write sentences telling what they see others doing, as for example:—

Juan is studying his lesson.

My teacher is walking on the floor.

Pedro is talking.

CORNELIO D. MAMUYAC.

Meisic Primary School.

GEOGRAPHY FOR IV A

1. (a) Name the continents in the Eastern Hemisphere—(b) In the Western.

2. (b) What continents are crossed by the Tropic of Cancer? (b) of Capricorn.

3. (a) What continents are crossed by the Equator?—(b) Give the land and water boundaries of the United States.

4. Name one large mountain range in each of the 6 continents.

5. Name the "five great lakes" of the United States.

6. Name 2 republics, and 3 kingdoms of Europe.

7. Give the capital of the countries named above.

8. Give the capitals of the following:

India, Spain, United States, Alaska, Dominion of Canada, Brazil, China, Egypt, Cape Colony, Turkish Empire, Russian Empire.

8. (a) What bodies of water would a ship pass through in going from Manila to Cebu?—(b) From Manila to New York.

10. Name one country of Asia. Describe its surface, drainage, products, people, and government.

11. To what country does each of the following belong; Honkong, Madagascar, Hawaiian Islands, New Zealand, Korea.

12. What and where are the following: Apo, Catbalogan, Seattle, Yokohama, Singapore, Nile Good Hope, Hongkong, Mediterranean, Volga.

13. Name the chief industry of each of the following: United States, Philippine Islands, Great Britain, Australia, China.

14. Name the country where each of the following products is obtained: wool, tea, cotton, silk.

15. In what zone is the greatest vegetation? Give 2 reasons why.

16. Name 5 important products of the United States.

17. What and where is the largest river of the world?—The longest?

18. Locate definitely the following: Siquijor Island, San Bernardino Strait, Cape Horn, Mt. Everest, Volga River.

19. Name 5 of the best known plant products of the temperate zone.

20. Name the 5 largest countries of S. America and give their capitals.

21. Name 5 great seaports of the eastern hemisphere, (b) 5 of the western.

22. Name 10 of the best known plants that grow in the Philippines Islands.

23. Name 5 valuable woods of the Philippines. (b) Give the uses of each.

24. Define the following: river system, cape, isthmus, strait, bight, lake, plateau, valley, volcano, mountain system.

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ARITHMETIC FOR IV A

I. A farmer once had 265 carabaos but during an epidemic 20% of them died. He then sold $\frac{1}{4}$ of the remainder at ₱97 a head. How much did he receive for them?

II. Juan planted $\frac{1}{3}$ of his farm in sugar-cane; $\frac{1}{7}$ in corn; $\frac{1}{4}$ in vegetables and the remainder was left uncultivated. What part of the whole farm was left uncultivated?

III. In a certain school-exhibition a visitor bought 3 bamboo hats at ₱.45 each; 7 buri hats at ₱.35 each; 5 sabutan hats at ₱.85 each and 8 embroidered handkerchiefs at ₱.40 each. He gave the seller a ten-peso bill. How much change should he receive?

IV. A merchant sold 7 bales of tobacco for ₱63. At that rate, how many bales of tobacco must he sell in order to pay a debt of ₱378? Analyze.

V. Mr. Villanueva bought a rectangular farm 200 meters long and 122.5 meters wide at ₱95 a hektare. He afterwards sold it for ₱304.95. Did he gain or lose and how much?

VI. A plantation 1900 meters long and 1000 meters wide was divided among three heirs. The first received $\frac{1}{4}$ of it, the second $\frac{1}{5}$, and the third $\frac{3}{10}$. How many hektares did each heir receive?

VII. Write out the following account, supplying the names of the buyer and seller and find the amount due: January 1, 15 yards of lace at $6\frac{1}{2}$ centavos a yard; January 9, 7 yards of ribbon at $36\frac{1}{2}$ centavos a yard; January 12, $13\frac{1}{3}$ varas of sinamay at 24 centavos a vara; January 14, 7 spools of threads at $2\frac{1}{4}$ centavos a spool.

VIII. A man has a piece of land containing 160 coconut trees each bearing an average of 15 nuts which were sold at ₱1.05 per hundred. How much money did the man receive for all his coconuts after paying ₱3.20 for picking them?

IX. At an auction sale a man bought 4 narra tables at ₱6.70 each; 6 Vienna chairs at ₱4.15 each; 3 spring beds at ₱5.00 each and other miscellaneous articles amounting in all to ₱5.00. He paid $\frac{1}{4}$ of the total amount in cash and gave a promissory note to cover the balance. How much did the man pay in cash?

X. Write out the promissory note named in ques-

tion IX. supplying the name of the maker, and payable to the order of A. Bustamante, in 3 months, with interest at 12%.

LANGUAGE FOR IV A

I. Use in interrogative sentences: *may*, *would*, *should* and *could*.

II. (a) Write five sentences telling about: (1) where your school is, (2) the school subject you like best, (3) what you intend to do after leaving the primary school, (4) your father's occupation and (5) what you think of the coming examination.

(b) Give a stranger written directions as to how he can find the government building starting from your school-house.

III. For what do the following abbreviations stand: Lieut., Supt., Gov. Gen., Prof. and Col.

IV. For what do the following contractions stand: I'll, didn't, won't, 'tis and 'twas.

V. Write five statements about the planting of rice in the Philippines.

VI. Write a short note to your teacher asking to be excused for being absent from school stating your reason or reasons why.

VII. Write the names and addresses of two business houses, two journals and one private school that you know of either in Manila or in your locality.

VIII. Change the following declarative sentences into interrogative sentences:

John and James were at school yesterday.

Juan likes to play in the field.

Pedro went to the market yesterday.

José and Enrique did not pass the examination.

You always come to school late.

IX. Change the following negative sentences into affirmative sentences:

The boy does not go to school.

I did not go to school yesterday.

My father did not see me go to school.

The teacher did not teach us that song.

Pedro does not see the bird.

X. Write the plurals of these words: deer, ox, thief, key, sky, mouse.



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The Month in Review

RIZAL DAY

—The 1909 Rizal Day was fittingly celebrated throughout the Philippines. The celebration of the day in Manila can be said to have eclipsed the former ones. In the morning of Dec. 30 there was a civic parade which lasted for three hours and in which were represented practically all the institutions of the city—commercial, educational and bureaucratic. Besides the artistic floats which the various commercial houses contributed and the representations of almost all of the educational institutions, the Chinese colony was also properly represented in the parade as was also the many labor organizations of the city. At the Luneta, near the place where the martyr fell, and where the parade terminated, a grandstand was erected where Mr. Faustino Aguilar of "Muling Pagsilang," Judge Charles S. Loberinger of the Court of First Instance of Manila, and Mr. Fernando M. Guerrero, one of Manila's former Delegates to the Assembly, made speeches allusive to the act. The parade was witnessed by thousands of people all eager to pay tribute to the memory of the man who unhesitatingly offered his life in defense of what he considered was his country's legitimate right. In the afternoon athletic games of various kinds were played in many districts of the city. The celebration of the day was gloriously ended by a grand literary entertainment held in the Manila Grand Opera House where Mr. Frank R. White, Director of Education, Hon. Emiliano Tria Tirona, Delegate from Cavite delivered instructive addresses on the life and character of Rizal.

SCHOOL CONTEST

The contest held among the different private and public schools of the city in honor of Rizal, resulted, in so far as the Government Schools are concerned, as follows: the Philippine Normal School carried off the first prizes in English, Hygiene and Domestic Science, and Geometry, the winners being Mr. Eulogio Benitez,

Miss Aniceta Bernardo and Mr. Domingo Torralba respectively. This same school also carried the second prizes in Geometry, Physics, and General History, the winners being Miss Dolores Asuncion, Mr. Emilio Bulatas and Mr. Fernando M. Maranag respectively. The Manila High School carried the first and second prizes in Algebra, and the winners were Mr. Severino Nico and Mr. Lazaro Milaor. Mr. Aurelio Leynes of the same school obtained the second prize in English. The first and second prizes in Mechanical Drawing and in Manual Works all went to the Trade School, the winners respectively being Mr. Martin Castillo and Leon B. Villaluz and Mr. Manuel Borja and Mr. Marcelo Bayany. The second prize in Arithmetic went to Mr. Gregorio Narvasa of the Paco Intermediate School. Mr. Fernando Amorsolo and Mr. Ramon S. Mopera both of the School of Fine Arts carried off respectively the first and second prizes in Drawing.

NOTES FROM ZAMBALES

—The 1909 celebration of the death of Rizal, our Hero, was better than the celebrations in former years. In the morning a civic procession appeared and it was attended by almost all of the ladies and young men of the town all full of enthusiasm. After the procession speeches about Rizal were delivered by several ladies and gentlemen. Mr. Pio Corpuz, the local President of the "Union Zambaleña" of this town explained to the people why we, the Filipinos ought to celebrate December 30 as the Americans celebrate July 4. In the afternoon athletic games were played and were witnessed by many people. At night an entertainment was held in the plaza of the town which was largely attended. In the entertainment, Miss Bernarda Rodolfo, Miss Emilia Casiano and Miss Leona Aglibot sang sweet, melodious song just before it ended.

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MARRIAGE

Mr. Miguel Antonio and Miss Marciana de la Cruz were recently united in wedlock. The bride and the bridegroom are teachers of the Tondo Primary School. Mr. Antonio is well-known to our readers for he is one of the collaborators of this journal more specially of our Tagalog section.

That this new life be one of continuous blessing and felicity is the sincere wish of the undersigned.

MAGDAPIO,

Manila Dec. 27 1909.

THE 1910 CARNIVAL

—By the time this number reaches our readers, the Carnival City will have swung its doors wide open and Manila will have been given up temporarily to the gay maskers and merry fun-makers. The department of Public Instruction which represents all the schools of the Philippines will have an splendid exhibition in the Carnival. February 11 in the Carnival reign is set aside as Education Day and it will be given over entirely to the various exhibits of the Philippine schools. Two buildings within the Carnival City have been constructed and turned over to the Department of Public Instruction for the school exhibition.

THE CITY SCHOOLS

—One of the features of the Carnival which will surely attract interest in the Carnival Hypodrome is the chorus of 5000 pupils of the City Schools mention of which was made in our last number. The children will be so arranged that the middle of the stage, where 1040 pupils will be placed, will represent the American flag, and they will be dressed in such a manner that, viewed by the audience from afar, the three colors of the American flag,—red white and blue—will be showed. The rest of the number will be placed all around this square.

—One of the two buildings which have been built in the Carnival City for the Department of Public Instruction will be turned over to the City Schools where their exhibits will be displayed. Carnival visitors who contemplate purchasing such things as fine embroidery

work, lace-work, hats of various kinds, fancy baskets and other fibre-work will do well to pay these exhibits a visit before making their purchases in other parts of the City.

—January 15 was set aside as "Carnival Tag Day." Tag Day is a new practice here in the Philippines. It is a day on which persons who are authorized go out in all places and on meeting men pin small badges on them in exchange for a little sum of money which goes to make a fund for some charitable purposes. The purpose of this Tag Day is to collect funds for the land parade for the Carnival and the making of a bronze bust of Dr. Rizal which will be awarded to the District of Manila making the best show in the parade. The work of carrying out this Tag Day was put to the City Schools and so the tagging on January 15 will be done by City School pupils. Each person "tagged" must pay twenty-centavos.

FROM BULACAN

The Board of Directors of the P. T. A. of Bulacan was transferred in Baliwag on the 12 of December 1908 and the officers elected were: For the Presidency Mr. Feliciano Talusan, for the Vice Presidency Miss Soledad Sevilla; for Secretary Miss Petra G. Baltazar; for Sub-Secretary Miss Adela Francisco; for Treasurer Mrs. Petronila Guevara.

The first anniversary was celebrated on the 19th. of December 1908. There were 12 municipal Committees each of which was directed by a president, a Secretary and a deputy treasurer.

Members who received benefits from the Association are as follows: Miss Dolores de Leon received ₱15 owing to one month's sickness; Miss Andrea Ramos received ₱11.50 for 23 days that she was ill. Mr. Antonio Zarmiento was given ₱3 for being sick six days; Miss Anita del Pilar received ₱5.50 for 11 days. Mr. Oriel, a teacher in Meycauayan, who was not a member of the Association died and the members opened a voluntary subscription and could raise about ₱13. This sum was given to his family. Miss Rosario Rivera, an active member of the P. T. A. died in Quingua and her family was given the sum of ₱100 according to the constitution.

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On the 11th. of December 1909 there was a general meeting of the P. T. A. in San Miguel. In this meeting the place for the Board of Directors for the coming year was decided to be Malolos as it received the majority of votes. The new officers elected were: Mr. Meliton Cruz for the presidency; Mr. Alejannro Catindig for the vice-presidency; Mr. Escolastico Gatmaitan for secretary; Mr. Marcelo Tablan for sub-secretary; and Mr. Domingo Rivera for treasurer.

Success to these newly elected officers and praise to the past work of the Committee of Bulacan!

CAVITE NOTES

The S. F. de Malabon Normal Institute for municipal teachers begins its sessions Jan. 10, 1930 at S. F. de Malabon.

All teachers from Cavite, Bacoor, Corregidor, Imus, Kawit, Noveleta Carmona, Naic. Maragondon and Sta. Cruz de Malabon are required to attend, except those especially detailed for work in the intermediate school of Imus, Noveleta and fourth grade classes in the various towns. Mr. A. M. Wiley, Supervising teacher of S. F. de Malabon will be in charge of the institute, assisted by Mr. M. D. Flint of Noveleta.

Following Supervising Teachers have been assigned in charge of the various departments of instruction:

Mr. C. E. Workman, English.
Mr. Estanislao Nava, Asst. English
Mr. W. B. Allen, Sanitation.
Mr. M. D. Flint, Agriculture.
Mr. W. H. Lackey, Normal Instruction
Miss. Genoveva Camaclan, D. Science
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IN MEMORIAM

God in His infinite wisdom, has deemed fit to remove from our midst, Mrs. Tomasa N. Ilaya, wife of our esteemed friend and co-worker, Mr. Alberto B. Ilaya of Cebu, Cebu. We realize how great must be the sorrow at such an irreparable loss and how cold all words of comfort are to the bereaved, but if the thought that distant friends heartily sympathize with the bereaved in his great hour of affliction can in any way help to mitigate this sorrow, then "The Filipino Teacher" sends Mr. Ilaya its most heartfelt sympathy for the death of his beloved wife.

MISCELLANEOUS

—Mr. James F. Smith, whom Mr. Forbes succeeded as Governor General of the Philippines has recently been appointed an Associate Judge of the United States Custom Court of Appeals.

—Former Supt. Briggs of Pampanga who until lately was Principal of the Philippine School of Arts and Trades is now the Supt. of the Philippine Normal School.

—Mr. G. W. Betty, Supt. of the Philippine Normal School who is now absent from the Islands on leave, will be in charge of the "Academy and Junior College" which will be established in the near future.

—Supt. W. W. Marquadt of Leyte was lately appointed to the place vacated by Mr. Brigg.

—Mr. Cleto Arnedo, a teacher in Iba, Zambales has resigned his position to accept a place in the treasury of the Province.

TO OUR READERS

—To give space to other articles which have long ago been waiting their turns for publication, we have this month suspended the Woman's Page, but it will appear again as usual in our future issues.

—Mr. Pacifico Victoriano, Prof. in several Spanish private Schools of the City is now the Editor of the Spanish Section of this Journal.

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LITERARY PAGE

AN ORPHAN

To Meding, Pily, Loleng,
Amparing, Mary and Goreng.

To be an orphan, what indeed is it?—

To be like a poor leaf torn from its stalk,
The toy of that capricious wind of Fate;

Tho' trodden under feet or blown 'gainst rock
Or stumble in the ruts of Life we meet,
No mother,—NONE—to soothe and heal the bitter pangs!

To be an orphan, what indeed is it?—

To be deprived of treasures we most love,
Our mother, who, our light of joy, has lit,
Who clears those weeds of life and thorns of love,
And who has borne, has suffered all with grit;
To be left by the father of our love,—
These are the bitt'rest woes an orphan suffers most!

What is an orphan? Who no father has,

He who protects and guides us thru our main,
Who has no mother, th' star in our distress;
No friend, perchance none in whom to complain;
A lonely drifting bark in Life's rough seas
Unknown, uncared, enslaved by Sorrow's chain,—
All this too well I know, for, ay—am such a one!

And when at times Remembrance dear does wake

To mind the ringings sweet and the pure tears
Of joys long past,—my poor heart seems to break,—
The soft vibrations rend my mem'ry's ears;

My soul does burst of bitter thrills of ache,
Forlorn, love-lorn, forsaken by the Cheers,
A broken-hearted orphan;—plaything of grim Pain!

Alas! alone I dwell midst worlds of hopes,
Where smiles and bliss forever greet one's eyes,
Where Love's angelic music charms and opes
The heart: a heav'nly Eden of starry skies;—
I feign to smile, to laugh,—altho' it mopes
My very soul:—What are an orphan's cries?—
Ay, none! for of the countless millions, he's but one!

Alone I suffer all the woes that be—
There's none to comfort me in my distress;
In vain I wait for some kind heart pity,
In vain I chase the light of happiness:
The feeble echo of my cries greet me
Alone,—ay, plunging my heart in the depths—
Ah, me,—there's none an orphan's anguish can compare!

But yet, kindly Bathala is above;
I'm conscious of His presence everywhere,
Be't hov'l or palace, or desert or grove,
In a small flow'r or be't a thorn;—He's there:
All things He's watching with an eye of love!
My breast with Hope's essence He fills with care,
And, oh, I see sweet Fortune smiles—there's yet to live!

JULIANUS.

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Teniendo presente este hecho, rogamos á Vd. examine cuidadosamente las barras de tipos de la máquina de escribir Remington.

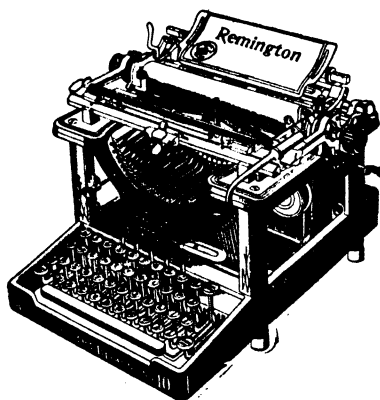
La sólida barra de tipo forjada de la Remington es y siempre ha sido uno de los fundamentos de su supremacia. Compare esta barra Remington, hecha de una forja caliente de acero, *exigiendo treinta y tres operaciones distintas en su manufactura*—compare esta barra fuerte y rígida con la delgada barra ordinaria hecha de acero laminado, y comprenderá Vd. entonces una razón porque

El nombre mismo de

“Remington”

significa fuerza y confianza en una máquina de escribir.

Los nuevos modelos 10 y 11 de la máquina de escribir Remington tienen la famosa barra de tipo forjada de la Remington. Además, estos modelos representan la unión de los principios históricos y la excelencia tradicional de la Remington con todas las ideas más recientes y más progresivas en la construcción de máquinas de escribir. Como combinación de lo mejor de lo viejo con lo mejor de lo nuevo, los nuevos modelos de la Remington son el triunfo más alto de la máquina de escribir.



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EDITORIAL

Nueva Aurora de la Enseñanza

Plácemes mil merece la reciente circular del ilustre director de Instrucción Pública Mr. Frank R. White, relativa á la modificación del método educacional en las escuelas públicas, la cual marca una nueva orientación en el plan de enseñanza adoptado en las mismas por el Gobierno, y constituye indudablemente el resorte más eficaz, la palanca poderosa para labrar la prosperidad y el engrandecimiento económico de Filipinas.

Todos sabemos que el sistema de enseñanza hasta ahora seguido en las escuelas del Gobierno, es teóricamente similar al sistema educativo puesto en vigor en los colegios particulares de abolengo español, comprendiendo las mismas asignaturas que se enseñan en estos últimos centros docentes: Lectura y Escritura, Aritmética y Algebra, Geometría, Física, Historia Natural, Química, Fisiología é Higiene, Historia Universal y Lenguas. Solo se diferenciaba del plan latino por el método esencialmente práctico, inherente á la enseñanza anglo-sajona. Pero la reciente orden del director de Educación, cambia radicalmente ese plan de Enseñanza adoptado hasta el presente en las escuelas, y preconiza como base de la instrucción pública, la educación industrial.

Realmente, es una medida laudable, sabiamente ideada, que tiende á formar hombres de carácter práctico y emprendedor, hombres de espíritu mercantilista, expertos en la Agricultura, Industria y Comercio, cual requieren las nuevas circunstan-

cias que rodean á Filipinas. Constituye una medida previsora que responde á la mayor necesidad que siente nuestro Pueblo ante la lucha económica que hay que afrontar para mantener el control de las fuentes de nuestra riqueza nacional, y salvarlas de los tentáculos de los potentes Trust.

Esta nueva orientación industrial-comercial de la enseñanza pública, estimulará en grado sumo la afición de los filipinos á la Agricultura é Industrias, y cortará esa perniciosa tendencia de la mayoría de los jóvenes, á la empleomanía y á emprender carreras facultativas. Es evidente que casi toda esa pléyade de aventajados alumnos que estudian en los *high y normal schools* y en colegios particulares, una vez graduados de bachilleres, se deciden á abrazar sino la carrera de Medicina, la Farmacia ó Abogacía, menospreciando por baja ó poco honrosa la profesión de comerciante, de industrial y agricultor. Emprenden aquellas carreras no por verdadera afición á las mismas, sino solamente por simple afán de distinguirse, por imitar acaso á nuestros prohombres que brillan en la sociedad. Nada importa que en Medicina ó Abogacía resulten verdaderas nulidades, ó que tales carreras les sean poco beneficiosas. ¡Aberración de ideales de la juventud determinada acaso por la influencia de la educación arcáica!

Para conquistar el adelanto de nuestra Patria, no necesitamos tan solo, legion de abogados, médicos y farmacéuticos. Faltan hombres de espíritu emprendedor y mercantilista, faltan para triun-

far en la lucha por la vida, para conseguir la redención económica de la Patria, pujantes legiones de industriales y agricultores filipinos.

No tenemos más que sinceras palabras de encomio y alabanza para esa nueva orientación adoptada por el sabio director de Instrucción. Esa nueva orientación, es como una nueva aurora presaga de un porvenir próspero, precursora de una espléndida vendimia futura para la enseñanza nueva. Hacía tiempo que la prensa y algunos sociólogos filipinos, ante el problema económico que nos obsesiona y atribuyendo al método bastante especulativo de la enseñanza, nuestra poca afición á las industrias, habían preconizado un cambio en el método educativo, en el sentido de amoldarlo á las exigencias de esta época económica, fomentando en los escolares la afición mercantil. Hoy con la aprobación del bill Payne, viene como de perlas este cambio de orientación. La implantación del libre cambio convierte á Filipinas en mercado exclusivo de los E. U. y pronto las compañías americanas establecerán aquí industrias, y comerciarán en grande escala, sosteniendo terrible competencia con nuestros negociantes. Entablada así la lucha económica, sino llegamos á adquirir amplia educación comercial, industrial y agrícola

saldremos vencidos, y el capital americano ejercerá control absoluto sobre todas nuestras fuentes de riqueza, adueñándose de todas nuestras tierras, y seremos entonces extranjeros en nuestro propio país.

Para conjurar este peligro hay necesidad de modificar los antiguos moldes de la enseñanza escolar, cimentadora del carácter y del progreso material de los pueblos, y adoptar el nuevo procedimiento educativo bajo la base comercial é industrial.

En esta magna empresa de regeneración escolar, —sublime apostolado que impone el patriotismo,— de la cual depende nuestro porvenir venturoso, estamos interesados todos los filipinos. Los colegios particulares deben trabajar de consuno en esta obra de mejoramiento social, adoptando tal orientación en la enseñanza y cooperando con las escuelas públicas para alcanzar el mismo deseado fin. Obrando así, nuestros centros de enseñanza ayudarán al Pueblo á conquistar pronto nuestra independencia económica, base de nuestra independencia política, y tendrán la gloria de crear la Filipinas Nueva, la Filipinas Industrial, la Filipinas Próspera.

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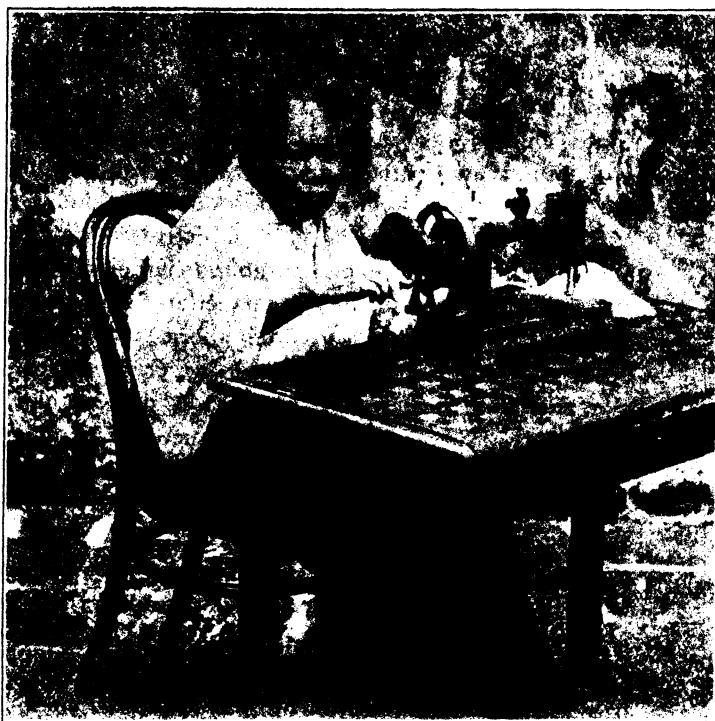
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Muy Sra. nuestra: —

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La adjunta fotografía es el retrato de Doña Cristina de la Rosa, costurera de oficio, No. 51 Calle Legaspi, Intramuros. Esta buena Señora adquirió una máquina de coser "Davis" en el año 1881 ó sea hace 29 años, la máquina que se vé en el retrato es una "Davis" que ella ha tenido en constante uso durante este tiempo sin sufrir rotura ni reparaciones de ninguna especie.

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SECCION PEDAGOGICA

El porvenir del arte

Del Prof. Miguel Zaragoza, Escuela de Bellas Artes

The Filipino Teacher al hacerme el honor de pedirme que consigne en sus columnas algo acerca de Pedagogía moderna, ó bien de Artes, me pone en el deber de tener que torturar mi intelecto; y aún así, bien difícilmente podrá satisfacerse mi deseo: además del decaecimiento mental por el sobre trabajo consiguiente del que como yó, lleva ya sobre sí carga pesada de años y la lleva á traves de duras y cotidianas bregas, hablar de Pedagogía ó de Artes, en estos tiempos en que el espíritu científico tiende á analizarlo todo, tiende á invadir todo el dominio intelectual, requiere, al menos en cuanto á mí, estudio y meditación; y pues que mis ocupaciones me lo impiden, concretaréme simplemente á consignar mis barruntos sobre el porvenir de las Artes, y consignarlos al correr de la pluma, cazando al vuelo ideas relativas á ello, y apreciaciones y juicios sintéticos.

Las sabias observaciones de la Historia, asientan el principio de que como resultante de la eterna relatividad, de todo, en este bajo mundo, las civilizaciones han tenido, como las mareas, flujos y reflujos. Las luminosas ondas de ideas tienen su corriente á impulsos de acciones y de reacciones; de donde se deduce que el crecimiento del espíritu humano háse realizado con intensas oscilaciones de energías dispares; y por lo tanto, no es aventurado decir que en la historia de la evolución mental, no se encuentra época en que haya habido acorde ó justa equiponderancia de fuerzas impulsoras. No es extraño; en la historia de la humanidad han actuado siempre como agentes importantes pasiones egoísticas, conveniencias, fanatismos, fuerzas hereditarias.

En los tiempos pasados, puede decirse que la humanidad, ha vivido principalmente, como dice un autor, de *religión, moral y arte*. Bajo aquella civilización teocrática, preponderaba el poder de la imaginación; ahora una inteligencia racional y analizadora tiende á imponerse [qué digol alardea ya de una hegemonía mundial; pero, como según antes he dicho, las civilizaciones se desenvuelven á virtud de acciones y de reacciones, las vibraciones de la mente, ántes de carácter metafísico y romántico, truécense ahora en vibraciones acaso exageradamente racionalistas, en términos que el espíritu de la ciencia positiva, supeditando todo á su exámen, casi ha destruido los principios en que descansaban las religiones, y no faltan prohombres que creen que no se detendrá tampoco ese espíritu ante el Arte, baluarte del sentimentalismo, expresión genuina de la vida subjetiva. Apoyándose algunos en semejante teoría, no vacilan en afirmar que si en los pueblos místicos, tenía el arte necesariamente gran participación, en estos de ahora y en los venideros, tal participación ha pasado á ser de un carácter marcadamente secundario, ha dejado de ser una necesidad, toda vez que en el banquete de la vida real tienen un papel de mucha más importancia las conquistas de la Ciencia que las creaciones del Arte. Y se dice aún más; se dice que los artistas mismos, *los artistas de la novísima escuela*, desprecian los preceptos del grande Arte, endechando ciertos primores de factura, ciertos convencionalismos, *la patte* y el *chic*; adulteran el Arte y la reducen á cuestión de simple habilidad en el procedimiento, apartándose de lo *bello* para rendir culto á lo *bonito*; esquivando, en fin, lo difícil por que en Artes, lo difícil es la expresión sincera de la vida, es crear vida.

VENTA DE ANIMALES

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Karaballas con chotos ó crias

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Pero, ¿no es acaso una evidencia que la evolución perfecta del espíritu humano, reconoce como principio indeclinable el equilibrio absoluto en la sinergia de fuerzas de la vida culta, y que para ello es imprescindible la ponderación y la integridad en las complejas fuerzas civilizadoras? ¿No es asimismo cierto que el arte está en la vida misma, así como lo está en el mundo externo?

Y si es así, bien se entiende que para la perfecta evolución del espíritu humano es de rigor una delicada selección al respecto de nuestras emociones íntimas por medio del ejercicio de todas nuestras elevadas facultades, toda vez que ellas tienen un armónico é íntimo enlace. Solo las vibraciones al unísono de la inteligencia y de la imaginación pueden dar intensidad á las manifestaciones de la vida.

Existe ciertamente verdadera necesidad de lucha, necesidad del ejercicio continuo de nuestras facultades. Aún los animales inferiores experimentan ese instinto. Spencer cita á tal respecto el ejemplo de las ratas, los gatos y otros animales que roen, arañan y sin utilidad positiva solo cediendo al instinto de lucha ó á la necesidad de ejercitar sus más especiales energías.

Para concluir, consignaré lo que dice un eminente autor: "Si el arte no sirve á la vida de una manera directa é inmediata, auxilia su desarrollo completo; es una gimnasia del sistema nervioso, una gimnasia del espíritu. Si no ponemos en actividad alternativamente nuestro organismo entero, y en la forma más compleja, sobrevendría una plétora nerviosa, seguida de atrofia."

Y si es una verdadera necesidad para la evolución del espíritu los placeres estéticos, como ejercicios de carácter superior de las energías subjetivas, ¿puede ponerse en duda de que el Arte debe ir confundida con la vida?

Estímulos poderosos tiene y tendrá. Esta adelantada civilización que va moldeando con exquisitos refinamientos y que, por ende, vigoriza el luminoso foco de la idea tiene que ir elevando el punto de mira del Arte. No es ya la belleza plástica lo que ahora constituye, principalmente, los atildamientos del Arte; estos atildamientos se fijan más en la expresión, en los reflejos del cerebro, en la llama de la idea que fulgura en el fondo del órgano visual; en las contracciones de los músculos faciales. Al elevarse la civilización, tiene que elevarse el Arte.

Concluyo exclamando con Menendez Pelayo. "Podemos esperar confiadamente que el *Arte* vivirá, como dice la canción alemana; mientras haya cielos y flores y pájaros y alboradas y hermosuras y ojos que las contemplen."

Mariano M. Celis

Maestro de Obras, Agrimensor Licenciado por el Bureau de Terrenos del Estado y Profesor de matemáticas puras.

284 Cabildo

Intramuros.

El Patriotismo en las Escuelas

(Del Prof. F. Salcedo)

En esta época en que necesitamos formar un pueblo nuevo exento de los defectos de la generación actual, pueblo capacitado para ejercer el "self government", un pueblo en fin potente, dispuesto á conquistar su porvenir por cualquier medio viable, debemos recomendar que la instrucción y educación que se dan á los jóvenes en las escuelas se fundamenten en el patriotismo filipino en ese patriotismo sano que crea hombres dignos y nobles que aman con devoción el progreso y bienestar de su propia tierra, como los antiguos griegos instruidos que labraron el engrandecimiento de su patria defendiéndola hasta exponer por ella sus propias vidas debido á la influencia de la educación patriótica en que fueron educados. Todos no ignoramos la falta de cohesión de nuestras masas ante empresas que exigen sacrificios cruentos; no ignoramos todos la falta de solidaridad y de esfuerzo patriótico que observamos en el pueblo durante la revolución. Poderosos argumentos para probar este aserto, suministra nuestra historia. Por el contrario la indiferencia, el regionalismo, la discordia, el maquiavelismo y la abdicación de las ideales han influido sino influyen hasta ahora en nosotros y han constituido los principales factores que determinaron la bancarrota de nuestro supremo ideal y el malogramiento de todas nuestras empresas.

Hay necesidad apremiante de vincular á todos los filipinos en un mismo propósito, formando con ellos un pueblo abnegado y patriótico, haciendo de ellos si es posible un solo hombre con una sola idea y con un mismo corazón. Y la educación é instrucción bajo la base del patriotismo constituyen los lazos que pueden unificarnos á todos los filipinos.

El carácter de los hombres, su idiosincracia, su modo de ser, se forman en las escuelas; y educando los maestros filipinos, esos apóstoles incansables del adelanto de la juventud á nuestros niños con enseñanzas basadas en la doctrina patriótica, no cabe duda que la generación del porvenir será una generación nueva, formada de filipinos abnegados conocedores de sus deberes para con la Patria y vinculados en un mismo ideal, fuertes é invencibles por su union y solidaridad.

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Sobre el Certámen Escolar

(Del Prof. Filomeno Maravillas)

Todos deseamos ver á la juventud estudiosa, marchando de frente y sin tñbiezas, hácia el radiante Thabor del Progreso y convertida pronto en una bizarra legión de hombres capaces para regir los destinos de nuestro pueblo. Por eso, y solo por eso, hay necesidad de estimularla hay necesidad de facilitarla medios tendentes á alentar en cierto modo su aplicación é idolatría al Estudio. El Certámen Escolar es un estímulo poderoso que anima á la juventud en las lides científicas. Plácemes y elogios de toda suerte merecen esos que han tenido el pensamiento de acostumbrar á los hombres de mañana al pugilato de inteligencias.

Esta lucha es la mejor emulación que no cabe duda reportará inmensos beneficios á la juventud. Desearíamos que se haga brillantemente todos los años. Pero circula el rumor de que semejante pugna no se puede llevar á cabo anualmente y con todo el esplendor posible, por razones económicas.

No podemos creer que nos faltén filántropos y patriotas que hagan anualmente donativos para premios que puedan recompensar en cierto modo las fatigas y desvelos de nuestra juventud tan pobre de estímulos.

Hay dinero para el Carnaval, hay dinero para banquetes y hay dinero para otros devaneos y locuras. Si para festejar lo superfluo se cuenta con dinero, no concebimos que no lo tengamos para fines altamente patrióticos.

El certámen escolar, celebrado últimamente, con ocasión del décimo tercero aniversario del fusilamiento de Rizal, fué un acto trascendental para los alumnos de todos los colegios establecidos en Manila. Si no yerran nuestras noticias, los establecimientos de enseñanza, así públicos como privados, han tomado parte en dicho Certámen. Tiernas inteligencias en flor, ingenios crecientes, verdaderas esperanzas de la juventud han tomado parte en ese torneo del saber. El resultado podemos considerarlo siempre favorable para todos por el estímulo. Los premiados en medio de los halagos del triunfo, trabajarán lo indecible para que en lo porvenir, sean siempre vencedores. Los poco afortunados para evitar derrotas se esforzarán por triunfar en futuras

lides, redoblando su aplicación y sus afanes en el estudio. Un mismo incentivo, un mismo acicate sostendrá el entusiasmo en todos los escolares para beneficio de la instrucción popular.

Y antes de que se nos pase, debemos decir que en ese del Certámen Escolar queda afectado de una manera relativa el honor de los profesores de los respectivos colegios. Y como comprenden que en casos semejantes, sus conocimientos podrán tejer una orla de prestigio para su reputación, ó por el contrario, mancillarlo con el desprestigio, todos, absolutamente todos se esmerarán en el procedimiento de la enseñanza.

El noble afán de sobresalir y el temor por otra parte de verse arrollados por la formidable rueda de la competencia engendrarán pedagogos consumados.

Para bien de la juventud estudiosa, y para purificar un tanto el ambiente profesoral que respiramos, precisa la celebración anual, de un Certámen semejante al que se acaba de dar, pero procurando mejorar la calidad de los premios. Se debe premiar de una manera digna la labor desplegada por el victorioso. Una empresa realizada así, hablará muy alto en favor del patriotismo filipino y con este proceder, creemos que se honrará cual se merece, la memoria del más ilustre de nuestros compatriotas: del Dr. José Rizal. Porque entendiendo, vosotros, los que os preciáis de patriotas, que el mártir de Bagumbayan ha pensado y delirado mucho por la juventud, y el que nosotros miremos por su porvenir, en estos días de terrible prueba, será una satisfacción inmensa para Él.

¡No hay dinero! No prorrumpais en esta exclamación que solamente es propia de los indiferentes y ruines.

No dejeis malograrse la Esperanza de Rizal, ni sembreis en el corazón de la juventud semillas de descontento y de poca fé en vosotros.

Josue Soncuya

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Por la gloria de Rizal

DISCURSO DEL DIRECTOR DE EDUCACIÓN,
MR. FRANK R. WHITE.

Mis amigos filipinos: Mis palabras esta noche serán muy pocas en número. Vuestro programa es muy extenso, rico en elocuencia de hombres notables, y en armonías de la más fina orquesta y de las más atractivas cantantes de Manila. Además, yo debo considerar el gran número de los que aquí están, que todavía no han adquirido un conocimiento del inglés, y que por lo tanto, pueden no encontrar ningún placer ó beneficio en lo que puedo decirlos. Así que mis palabras serán breves.

Deseo asegurarles que me siento altamente honrado al ser uno de los escogidos para tomar parte, siquiera de un modo insignificante, en este acto de exaltación al hombre que entre todos los que vieron la luz en estas Islas es el más querido de los corazones filipinos. Este día es, de todo el año, el día más grande consagrado á honrar á vuestro más grande hombre.

Pero Rizal no puede ser por más tiempo únicamente vuestro. Y no vengo á vosotros como un *extraño* para ayudarlos á honrarle; vengo á reclamar un privilegio y un derecho al unir mis palabras de alabanza á las vuestras. Rizal fué antes que nada filipino, sí; pero su patriotismo fué tan amplio que su influencia no puede reducirse dentro de los confines de cualquier país. Su liberal cultura distinguiólo entre los hombres cultos de todas las tierras en que fué conocido. Su genio literario es reconocido por los más competentes críticos de los otros países.

Este día solamente he tenido el placer de ver una palabra del más grande crítico viviente literario de América—Wichem Dean Howell—en la que este expresa su hondo placer leyendo "Noli me tângere" y ensalza á Rizal como incommensurablemente superior á muchos escritores modernos.

Yo digo que no podréis por más tiempo tener á Rizal como vuestro propio únicamente. En verdad que su interés, sus esperanzas y aspiraciones fueron por y para las Filipinas y su propia raza. Pero aquellas altas cualidades—honradez purísima, amor á la justicia y odio

á la ostentación—juntamente con su genio eminente, no solo le proclaman como el más grande hombre de su propia tierra, sino también le dan un lugar honroso entre los mejores y más grandes leaders de hombres de su época. Ciertamente que él no es conocido en todo el mundo ahora, porque las Filipinas no ocupan aún un lugar reconocido entre todos los pueblos progresivos del mundo. Pero la fama de Rizal va creciendo, y á medida que voy recorriendo las páginas de su vida, y estudio aquellos libros productos de su genio en que ha revelado sus altos pensamientos y los móviles patrióticos y altruistas que le han inspirado, ríndole mi respeto y admiración sin límites del mismo modo que le dais vuestro amor y devoción. Un sentimiento de hondo pesar invadióme al ver que siendo tan jóven, cuando precisamente estaba en el alto ejercicio de su talento haya sido derribado por una tiranía sin razón, privando á su pueblo de su nobles cualidades de leader.

Hay hombres de genio actualmente en Filipinas, pero sería mejor si Rizal estuviera aquí. Desembarazado de un régimen opresivo, Rizal tendría hoy rienda libre para el ejercicio de su talento de director, si él ahora estuviese aquí le veríamos inspirado una vez más, sano en sus consejos, progresivo y conservador en sus actos, y él ocuparía positivamente el lugar que él hoy ocupa en la inspirada imaginación de todos nosotros, como el real y verdadero leader del Pueblo Filipino.

(Se continuará.)

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Sección Literaria

Auras de esperanza

Para la juventud filipina.

(Del Prof. Pedro Gü.)

Mi pluma, desde hace algun tiempo arrinconada, lejos de la bulliciosa y árdua vida periodística, comienza de nuevo á mariposear sobre la albura de las cuartillas para ver, si á fuerza de esfuerzos, consigue redactar un articulo aunque desprovisto de galas literarias, de ese ropaje elegante y fascinador que tanto encanta y entusiasma á los aficionados á la literatura, y que tanto acredita y enaltece á los literatos, que sienten verdaderas ansias de figurar como astros de primera magnitud en el cielo del mundo de las letras.

¿Y de qué asunto de interes general y de vital importancia podré tratar, aunque someramente en el presente articulo? ¿Hablaré de la importancia de la instrucción, de los deberes, derechos y obligaciones de los profesores y alumnos, ó de las ventajas y desventajas del sistema educacional establecido? Son tantos y tan interesantes los asuntos relacionados con la instrucción, que francamente, las ideas se agolpan unas tras otras en mi mente y no sé á cual de ellas dar preferencia. ¿Quién no ha oido hablar de que la instrucción es la base primordial del engrandecimiento y la prosperidad de los pueblos? ¿Quién no ha oido decir que con la instrucción todo mejora y florece y que sin ella, todo decae y se arruina en un Estado? Estas son verdades aún no conocidas por todos, ni tampoco justamente apreciadas. ¿No es, acaso la instrucción la que desenvuelve las facultades intelectuales y desarrolla las fuerzas físicas del hombre? La razon, sin ella, sería una antorcha apagada, una estrella sin luz, una planta sin savia, un organismo sin sangre. Con ella, sería la lumbré de una idea redentora, la aurora anunciadora de gratas esperanzas, la fuente vivificante, que ha de saciar la sed de libertades de un pueblo, el faro luminoso que ha de nimbar de resplandores astrales el mañana de la vida... Prueba de que las naciones más instruidas, son las más grandes, las más temidas, las más respetadas, las que marchan á la cabeza de la civilización y del progreso, las más florecientes, las que gozan de mayores libertades, las que si nacieron a la sombra de la ergástulas y se alimentaron con lágrimas, hoy viven robustas y pujantes al amparo de las instituciones democráticas, que hacen de un pueblo oprimido, una patria, grande en la historia y libertadora en los destinos humanos.

Y Filipinas, nuestra adorada y querida Filipinas, la tierra santa de nuestro amores, conociendo la influencia bienhechora que ejerce la instrucción en el desarrollo moral, material é intelectual de los pueblos, se siente de un tiempo á esta parte verdaderamente estudiosa, hasta el extremo de que las escuelas tanto públicas

como privadas establecidas en la capital y en las provincias, parecen pequeñas y reducidas para contener á innumerables jóvenes que acuden diariamente á dichas aulas para beber en sus puras y cristalinas fuentes, sabias enseñanzas y principios sanos, basados en la verdad, y que han de constituir las joyas más preciadas que con legítimo orgullo podrán atesorar en el día de mañana, los corazones pletóricos de esperanzas y energías de los aludidos jóvenes, que en medio de continuados desvelos, visicitudes y sacrificios, solo deliran por su más completo perfeccionamiento y por el aumento de sus conocimientos científicos y literarios, con el fin noble y patriótico, de honrarse á sí mismos y honrar también, pero en grado sumo, á su idolatrada patria que aun yace cobijada bajo las sombras de un poder soñando en la anhelada hora de su redención final.

Por esto, Filipinas, la tierra de Rizal y de Burgos, está llamada á ocupar un puesto honroso entre las naciones más grandes y más civilizadas del mundo. El ardiente entusiasmo que desde hace algunos años siente por la instrucción nuestra juventud, es síntoma favorable que hace entrever días de gloria y felicidad para nuestra siempre amada patria. ¡Que espectáculo tan consolador y agradable ofrecen á la vista del espectador esos templos de Minerva, llenos, completamente llenos de jóvenes, los héroes de mañana, la grata esperanza de la patria, como dijo el inmortal Rizal! Todos, consecuentes con las doctrinas y enseñanzas del Martir, laboran en el terreno de la paz por el engrandecimiento y libertad de Filipinas. Todos, unánimes, como un solo hombre, anhelan con el anhelo irresistible del que siente en su corazón las violentas sacudidas de un volcan, ver á su patria, grande, feliz, libre, como la quiso ver el gran Rizal, "alta su tersa frente, secos sus negros ojos, sin ceños, sin arrugas, sin manchas de rubor"...

¡Gloria á la juventud estudiosa de Filipinas! ¡Gloria á esa falange portentosa que se postra de hinojos ante el templo de Minerva rindiendo culto ferviente á las enseñanzas del Martir de nuestras libertades patrias! ¡Gloria y siempre gloria á la juventud filipina, legítima esperanza de esta tierra bendita y santa, siempre heroica, pero siempre desventurada! Y si Rizal, con sus obras y heroísmos inmortales levantó un monumento á la juventud, esta, imitando los ejemplos y las enseñanzas del martir, promete levantar una Patria, grande y próspera, sobre ese monumento.

14 de Enero de 1910.

Dr. Leonides Lopez Lizó
PHYSICIAN

35 Marina

Ermita

MANILA.

Artículos llamados de regalo para bodas, cumpleaños y recuerdos ó souvenir en general. No se especifica por haber inmenso surtido, y muy barato y siempre barato en LA PUERTA DEL SOL.

A vaho de suspiros....

No eres mi vida, la visión noctámbula
De mis horas de fiebre y amorfismo,
Porque eres algo real, algo que sangra,
Giron de carne mía, de vencido.

No te erigieron en la mente loca
Fantasías, ni ensueños, ni delirios,
Tú, virgencita, carne de *champakas*,
Eres amor terreno, amor santísimo.

Yo quisiera tenerte entre mis manos,
A flor de boca, á vaho de suspiros,
Para mustiar tus hojas con mis labios,
Para romperte con el beso mío.

Fundir mi sangre con la sangre tuya,
Ser yo Todo tú, y Toda tú, yo mismo,
Abrir mis venas para darte rosas
Que diademen tu frente como un signo.

¡Quiéreme, cielo mío!... ¡Yo te quiero!
Yo te adoro con mi alma de chiquillo,
Alma que nunca amó, ni probó amores
Que no fueran amores de martirio.

Yo besaré tus pies, hechos de flores,
Y dulcemente te diré al oído,
Todos los versos que mi lira guarda,
Todo cuanto en la vida haya sufrido.

Porque te juzgo ya mi compañera
—¡Jazmin abierto en cruz para mi exilio!—
Y te amo tanto, tanto, mi Preciosa,
Que te amé sin haberte conocido...

Por eso tú que has de sentir mis besos
Y desmayada has de soñar conmigo,
Que vas á palpar bajo mis glorias,
Que vas á ser Yo solo, Amor, yo mismo.

Ora y sueña, al leer estos mis versos
Brindadores excelsos de cariño,
¡Ora y sueña, Charing para que llegue,
Para que llegue pronto nuestro idilio!

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60 Sacristia

Binondo

Manila, I. F.

Gloria á Rizal

(INÉDITA.)

Para The Filipino Teacher.

Filipinas, tu sierra más alta
alce al Héroe en un gesto inmortal,
y tus mares repitan por siempre
un rugir de ovación á *Rizal*.

No se angustien tus islas fraternas
si algo falta á tu velo nupcial:
laboremos; al fin de la noche
pondrá Dios en sus frentes: *Rizal*.

Porten vírgenes lauros al ara,
alcen niños la voz de cristal,
y en un pacto solemne juremos,
guardar siempre la fé de *Rizal*.

La primera palabra en la cuna,
la postrera en el trance mortal,
sea el mágico nombre que encarna
el anhelo de Patria: *Rizal*.

Alto numen, sosten nuestras ansias
de un futuro risueño y triunfal,
en que el Aguila lleve á tu pueblo
al Olimpo soñado, oh *Rizal*.

¡Gloria á tí, en el esfuerzo presentel,
¡Gloria á tí, en la vislumbre auroral!
¡Gloria á tí, por los siglos futuros!
¡Gloria á tí, para siempre, *Rizal*!

CECILIO APOSTOL.

MI PLEGARIA

Con el pensamiento y el corazón de rodillas, te adoro y admiro ¡oh gran Rizal! mi antiguo amigo y ferviente camarada en la labor gloriosa, aunque árida, de fundar una patria libre y digna. Todos creemos de buena fé que nos redimiste. ¡Bendito y alabado seas! Pero ennegrecen y baldonizan tan hermosa y fecunda redención, los infinitos microbios de nuestra política, que de espaldas á la única bandera de la patria, están constantemente zahumando con el vergonzoso incienso de cobarde idolatría, á los enemigos mortales de la independencia y ventura del Pueblo Filipino.

¡Rizal! ¡Rizal! resucita pronto para salvarnos de nuevo de tanto reptil humano, ó envíanos á otro como tú, que corone para siempre la sublime grandiosidad de tu incomparable obra.

DOMINADOR GOMEZ.

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La nacionalidad filipina

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EN SU PUEBLO, EN VEZ DE ASPIRACIONES DE
PROVINCIA, ASPIRACIONES DE PROPIA
NACIONALIDAD.

(Discurso pronunciado por el Hon. Ignacio Villamor, Fiscal General de las Islas, en la velada que en honor al Gran Tagalo, se celebró en la noche del 29 de Diciembre 1909 en el Grand Opera House.

Señoras y caballeros:

Para explicar la causa del fervoroso culto que tributamos á Rizal, difícilmente podrá encontrarse fundamento alguno más sólido que la parábola descrita en el Capítulo 43 del "Noli Me Tangere," donde Ibarra, después de anunciar al joven Basilio el lugar donde habría de encontrar mucho oro, dice:

¡Muero sin ver la aurora brillar sobre mi patria!... vosotros que la habeis de ver, saludadla... no os olvidéis de los que han caído durante la noche!

Ciertamente el pueblo filipino ha encontrado el tesoro de la libertad anunciado por Ibarra, y, al ver hoy la aurora brillar sobre nuestra patria, la saluda lleno de fé y entusiasmo honrando y glorificando la memoria de los que han caído durante la noche.

Sí; es imposible que nos olvidemos, ni los hijos de

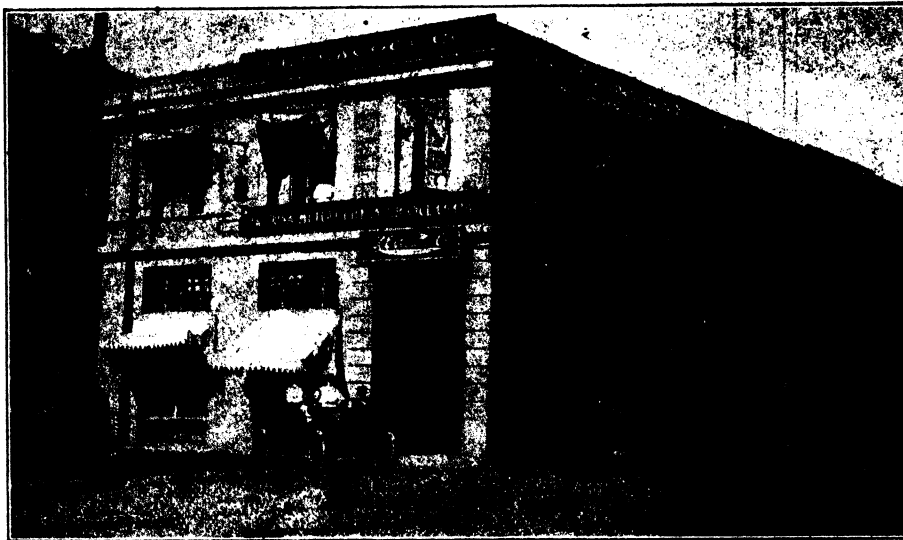
nuestros hijos se olvidarán jamás de los que han caído durante la noche alumbrando nuestro camino para conducirnos al templo de la libertad.

"El patriota que muere por defender su causa asegura algunas veces el triunfo, y los soldados que, colocados en la vanguardia de la batalla, parecen gastar inutilmente su vida, abren á menudo un camino á aquellos que marchan detrás y que pasan sobre sus cuerpos buscando la victoria. El triunfo de una causa justa puede llegar á veces tarde; pero, cuando llega, se les debe tanto á aquellos que fracasaron en sus primeros esfuerzos, como á sus sucesores que obtuvieron el éxito."

Rizal, al ofrendar su vida en defensa de los intereses del Pueblo, aseguró indudablemente el triunfo de la causa filipina, que es la causa de la libertad, y, al caer bajo la acción de una bala, parece que murió, pero realmente aquella caída le dió vida de los héroes, la vida que siempre vive en la mente de todas las generaciones, la vida de la inmortalidad. Desde entonces su influencia sobre el pueblo es decisiva, la sabiduría de sus enseñanzas es más estimada y el favor de sus sacrificios es cada vez más inapreciable. Y es así porque se dice que los grandes hombres, los hombres que han sufrido por la causa de la ciencia, de la religión y de la patria, no han comenzado á vivir sino después de su muerte.

(Se continuará.)

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Sección de Noticias

LA ESCUELA DE DERECHO

Se han abierto las clases correspondientes al semestre que empieza el Enero de este año, en esta importante Escuela de Derecho. Está abierta aún la inscripción de matrículas, y nos consta que hay gran número de alumnos que se matriculan.

La Escuela va de progreso en progreso. Hay adquisiciones nuevas de profesores inteligentes y meritísimos, y el plan de Enseñanza se está renovando en beneficio de la juventud estudiosa.

En la última Junta de profesores tuvo lugar la elección de la nueva Directiva compuesta de los elementos siguientes.

Decano: Hon. Rafael Palma.

Presidente: Hon. Juan Sumulong.

Director: Hon. Teodoro M. Kalaw.

Secretario: Sr. Mariano Monroy.

NOTAS DE EDUCACIÓN

Con arreglo a la Ley Gabaldón se han votado las siguientes cantidades con destino a las distintas escuelas de la provincia de Leyte.

Estas escuelas son: Tolosa central, -P. 4,000; Ormok central, -P. 4,000; Barrio Himatagon, Kabalian, -P. 3,000; Barrio Anahauan, Hinunangan -P. 3,600. Estos fondos serán efectivos en cuanto dichas escuelas hayan adquirido título de propiedad de sus respectivos terrenos.

También han solicitado, con arreglo a la Ley Gabaldón, un presupuesto de -P. 4,000 respectivamente, las escuelas de Hinunangan central, Makrohon central, Barrio Amparo, Makrohon, Bato central, Baybay central, Palompon central, Alangalang central, Barrio San Joaquin y Palo. Otras escuelas han expresado también su deseo de obtener cierto presupuesto pero hasta ahora no han presentado formalmente solicitud.

EL BILL GABALDÓN

Para las clases de Junio se estrenarán 137 nuevas escuelas de barrio en todo Filipinas, que en total costarán ₱480,000. Todos los edificios tendrán un mismo molde, con muros concretos y techos de hierro. El arquitecto consultor trazó el plan, de acuerdo con el secretario de Instrucción. Los municipios se encargarán de pagar a los maestros.

La cantidad mencionada proviene del fondo de ₱700,000 provisto por la ley Gabaldón.

CONVENCIÓN MÉDICA

Hacia el Marzo se prepara una reunión de Médicos en Manila, venidos de todas partes. La Asociación Médica está preparando el programa.

PENSIONADO POR UN SENADOR

Dice *Iloilo Enterprise* que Cesar Carballo, de Jaro, que había ido a America, a estudiar la ingeniería eléctrica y de minas, ha sido pensionado para continuar, por el senador J. Cummins.

ESTUDIOS COLONIALES

La "University Extension Institute" anuncia que el conocido profesor Prescott Jernegan da una serie de conferencias sobre los problemas coloniales en el Columbia Club todas las noches a las 8:30 p. m.

Desarrolla las temas siguientes: Los problemas de la dominación Inglesa en India, el 12 del actual; Re-cientes conquistas coloniales de Francia y su política, el 19; y el 26, Ideales de las colonias y su consecución.

ISMAEL AMADO

The Kandahtirle News, Indiana, habla en tonos muy altos del joven Ismael Amado, que se educa en América por cuenta propia.

Amado, dice, tiene sólo dieciocho años de edad, pero es un talento excepcional. Promete graduarse de Leyes, en vez de tres años, en un año y medio. Escribe y habla con admirable fluidez el inglés y es un incansable *conversationalist*. Es de S. Mateo, Rizal.

Amado dijo al reporter: Muchos americanos tienen un concepto falso de nosotros, los filipinos. Cuando les digo que soy filipino, algunos de ellos alzan las manos en sorpresa y me preguntan: Pero ¿eres uno de esos salvajes filipinos?

Amado salió de aquí graduado en la "Normal School", donde era el campeón en las clases. Era Speaker del *Debating Association* de los alumnos.

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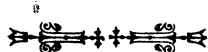
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PATNUGOT-TUDLING

Hanápin ang Sirá

Matagál-tagál ng napupuná namin na ang lakad ng P. T. A. dito sa Maynilà, pinákapunong sinúpliḡán ng mḡa naglalabayang saḡá sa iba't ibaḡ lalawigan, ay tagilíd and lakad at mahinay na mahinay, wariḡ binábayó ng malalakiḡ álon ng PANGLALAMIG sa laot ng PAGWAWALAḡ kibó, at dahil dito'y kuḡdì aabutin ng saklolo ay napapaḡanib na tumaób sa gitna ng kasawian.

Ang tinátawid na kapaḡaniban ngayon ng P. T. A. dito sa Maynilà ay ináhihingil ng ibá sa bagong "Capitan del Barco" (PAḡ-ULO), "Timonel" (KALIHIM) at "Maquinista" (IḡAT-YAMAN), itoḡ hu-lí ay nagbitḡw ng tungkol, nguni't tila di pa tinátangap; ang ibá namán ay ipinalalagay sa kabatàan ng mḡa may hawak ngayon ng tuḡkulin; mayroon namán nághahaká na ang may kasala-nan, pag nagkataon lumubóg ang samahan ng mḡa guró, ay ang mḡa "Tripulantes" (KAANIB) na nagpápataypatayan sa nangyayari at kusang nagpápabayà at bigláng kinúpasan ng sikap at siglá upang mailigtás hangaḡ may panahon, ang kaisáisáng sasakyan-samaháng kanilang kinalulu-lanan.

Datapwa't para sa amin, ang lahat ay kai-lanḡan at may katungkulan kumilos, iunat ang kanikanyang bisig, kaya, lakás, at talino kung nais ding lamang mabuhay pa at pinaḡhihinayanḡan ang ikapaparool ng binabangít namiḡ samahán.

Dumating ang balitá sa amin na ang bagong Lupong Pámunuan ay nakátawag ng makasampú ng pulong, ngunit sa kasamaḡang palad ni isa'y walang nádaos, palibhasá'y di umáabot ng "quo-rum" ang bilang ng mḡa kasaping dumádaló. Bakit?..... ito ang tanóng na di málaman ang kaságutan. Ngunit ang katakátaká nito'y pag mayroon mḡa dinaramdan ó sakít ay gumáganap ng lúbusan sa kanilang tungkulin magbigay alám sa Lupong Pámunuan at di nakalilimot ó nag-pápabayà, at mayroon LOÓB at TAPANG sa pag-hiḡi ng P-15 abuloy sa isáng buwan, samantalang ang iba nitó di nagbábayad ng ambag-buwanan. Matatalas ang matá, ng ibá, sa pag-kita sa kanilang karapatan, datapwa't mḡa bulág at di nakikita ang kanilang katuḡkulan.

Mayroon mḡa guró na sumásapi lamang sa P. T. A. sarḡhi sa isáng haḡarin, hindi upang tumulong sa kanyang ikálalagó ó ikasusulong kungdi upang matuyo't huwág umunlád.



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Tumatangap kami nang mḡa pabisin sa mḡa
Lalawigan

Halimbawa, may sasapi sa samahán na di namán humáharap kungdi susulat lamang ó kaya'y magpasabi sa pamamagitan ng isáng kaibigan ó kasamahán. Makalipas ang iláng buwán, na di dumalaw ni anino man lamang sa mga pulong na idináos, ay magpapabalita na sa Samahán na siya'y may sakít at di nakapagtuturò at saǵhí rito'y katungkulang ng Samahán ang siya'y abuluyan saǵayon sa itinátakdá ng Palátuntunan. Magháhalál ang Samahán ng isá ó dalawang katáo upáng alamín ang katunayan. Datapwa't anóng sakít ang matatakpuan? O, kagilágilalás! nagluwál ng sangól sa maliwanag. At sapagka't di nakapapasok ay walang sahod, at kung walang sahod, di lamang ng sanglingó kungdi buwanan, ay narapat ngang saklolohan ng Samahán, pagkat di nasasaad sa Palátuntunan ng P. T. A. dito sa Maynilá na kung anó ang sakít na dapat abuluyan at hindi. Kaya nga kung sakasakaling apat ó limá ay magkásabaysabay sa págsasamantalá, pagka't dapat samántalahín, ang ganitong pagkakataon, ay saán patutuǵo ang samahán kungdi sa págkalimás.

Sa bagay na ito, ikinalulugod namin tawagin ang alaala ng matatalinong kagawad ng Lupoǵ Pámunuan, na kanilang suriin ang pangkat ikawaló ng Palátuntunan, at baká dito narito ang sirá ng ating daóng kung kayá napupunò ng tubig at unti unting tumátagilid.

Hanapin ang sirá ng mátaban, mga kasamahán. Inuulit namin lahat ay dapat magmasakit at kung tayo'y mátitirá na lamang sa pagtiticlap ng bisig at di tinag sa pagka upò ay tunay na walang walang aabutin kungdi ang pagkalagas at kapahámakán ng puri't karágalan tinamó na sa mga yumaong taón.

Ang kaligtasan ng P. T. A. ay nasasakamay din natin at walá sa ibá.

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(*) Kay Rizal

Gayon gabí, tayo'y naga-iipon sa poók na itó, hindi sa hangaring humanap ng panahóng pag-aliw, manaiga ng maniningning na talumpati, sumagap ng malalamig na tinig, at lumasáp ng nakalulugod na tugtu, in, kugdi tayo'y naparito, upáng gumanáp sa banál na tugkuling kapurihan at paragalan ang ika XIII taóng pagkakital kay Dr. Rizal. Naparito tayo upáng ding tuparín yaóng winiká ni Elias "Mamámatay akong di matatanaw ang pagsikat ng araw sa akin tinubúanh lupá, kayo, na makámamalas, huwag ninyong limutin yaóng naghulog sa kinágabihan!"

Marahil sa mga sandaling ating pagbaharapan dito ay nagkakaipon din ang ibag mga kababayan sa lahat ng sulok ng Sángkapulúang mulá sa Kagayán hangang sa Mindanaw, at buhat sa Palawan hangang sa Samar, nagáalay, gaya ng ating ginágawá, ng isáng marubdob at may pag-ibig na pagaala-ala sa lalog kamahalmahalang Pilipino. At di lamang se loób sa labás man ng Pilipinas, doón sa mga lupaing maláláyô't na sa kabílang ibayo ng malalawak na dagat gaya ng Hongkong-Japón, Hawaii, America at Europa, marahil nagagdidiwang ang mga Pilipinong naninirahan sa mga lupaing, sinabi ko na, ng mga kasáyahang patungkol sa taóng itó; at di namán mga Pilipino laman, gayon din ang mga ibang bansá, ó "nación" na di natin kaáno-ano, di natin kabalát, kadugò at kalupáin gaya ng mga Aleman, isá sa mga bansang lalo ninyáng kinágiliwan ay mayroong bumabati sa kanya kung dumádatál ang araw na itó, at ang lalong kahágáhagá, at marahil lubos ninyog pagtátakhan, doon sa España, bayan ng kastilá, bayan ng ating unang mga paginoón, gayo'y kusang kumikilala na sa kanyang kadákiláan, kaya't naghahandog ng papuri at imatanghal kung sumasapit ang araw ng kanyang kamátayan.

O, Rizal iyóng masdán at ang mga kaaway mo'y nagatakot ng ikaw ay patáy na't di lumálaban.

(*) Talumpati ng aming namámatnugot sa isáng belada ng nakaraáng 30 ng Disyembre.

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Datapwa't ang lahat ng paragál, papuri, alay, kapis-tahan at kasáyahan idinádaos natin ay katuturan páwá samantalang tayo'y di pa nagbabago ng isipan, kilos, at lakad; samantalang di natin isinasagunitá ang kanyag matátaás na adhiká, turó, aral at biling intwan sa atin; wala ngang kabuluhán lahat samantalang nagkalat pa sa lupáng itó ang mga kawagis ni "Capitan Tiago," "Doña Victorina" at "Hermana Rufa," at walang kahálagahag lahat samantalang ang ating pag-uugali't damdamin ay tiwáli, sumasaluga't, nalalaban, at lumalayó sa ugali't damdaming ipinamalas ng ating bayáni.

Anó ang kailangang tayo'y magdamit ng tela Rizal, magsuót ng zapatos Rizal, kumáin ng "leche condensada" Rizal, humitt ng tabako Rizal, mag-apoy ng pósporo Rizal, sumúlat sa papel Rizal, pumasok at tumikim sa "corbeteria Rizal," kung siláng nagsisipagbili at tayong bumibili ay di sumusunod sa kanyang magagandang halimbawá suba' pa'y nilalapastagan ang kanyang pangalan at niyúyukuran ang kanyang larawan? Ang ganitong gawá ay di maituturing na pagmamahal kugdí pagpapámura sa kanyang pagalan, ni pagpapadakilá kungdí pagpa'ibhasá sa kanyang larawan.

Kung si Dr. Rizal ay ating tunay na iní-ibig, minámahal at iginágalang ay kailagan ang tayo'y bumili ng mga aklát na sinúlat niyá, gaya ng NOLI ME TANGERE na bukod sa mayroon salin sa wikang Tagalog ay murá namán, atin ngang basáhin ang aklát na itó ng boóng talimtim sa loób, nuynuyin ang kanyang kahulugán at damdamin ng lagusan sa pusó ang bawat pagugusap, ang bawat talatá at ang bawat kabanatáng doo'y matutunghayan. At kung mágawá na itó, saká natin mababatid, lilinaw ang ating panigin at tuloy makikita ang sariling bútas at sirá; inyong matáalos na marami sa mga Pilipino ang sinásamantalá pa namán ang araw na itó ng kamatayan niyá at saká sinusunód ang atas ng masásamang hilig ng katawán (*vicio*) at pangit na pag-uugali na kinamuhian ni Rizal; doón ninyo malalangháp ang mababahong sugat na tumútubó sa ating mga kababayan, sugat na kanyang binuksán upáng pagsumikapan ang tapal na makagágaling.

Kayong mga binibini na magiliwíng bumasa ng *novela*, basáhin ninyo ang NOLI ME TANGERE ng mákilala si Maria Clara, Doña Victorina, at Hermana Rufa na binangit ko na; kayong mga kapwá ko lalaki ng mákilala namán ninyo kung anó si Capitán Basilio, Capitán Tiago at si Elias; kayong mga iná, basáhin itó sa inyóng mga anak, ipalinaw sa kanilá, bayâang lasapín ng inyóng mga bunsó ang matamis na katás na masísipsip sa nabangit na aklát, katás na kung maging dito'y kalat sa katawán, at titimú sa pusó, na kung magsilaki man ang inyong mga bunsó ay huwág malimutan, málalala't maparisan yaog kagitingán, at pag-ibig sa tinubúang lupa ni Crisóstomo Ibarra.

ISANG PALIWANAG

"Malaya!"

Itó ang ambil ng isáng bagog páhayagán ng Kabataan ng Lalawigang Bulakan. May makabayang adhiká. Dapat na papurihan ang kaniláng banál na nais, sa pagka't ang gabutil na buhangin ay isáng malaking kailangan sa ikápatatibay na laló ng moóg ng ating Bayan.

Datapwa't sa kalakhán ng kanilang nais na tumulong at magtaguyod sa tunay na Tungkulín ng Kabataan, ay wari mandi'y lumabis ng kaunti sa habá ng pagkapetol ang kanilang baró.

Di dapat punahín ang kaniláng banál na adhiká na ang Kabataang Pilipino'y di dapat na pabayaan at talikuran ang Pag-sasaka't Pangálgalakal, sapagka't ang mga itó'y dalawang sandatang matibay na mkapagbukas ng ating kalayaan. Ngunit kung wiwikáin nilá na ang mga binatang nagtuturó (teachers) ay baká náligaw sa tunay na landas,—"oh, kabábalaghán ng panulat!

Diyatá't ang mga "gumugugol" ng kaniláng kabataan, ng kaniláng dugó, ng kaniláng pag-iisip, may "sueldo" nga'y katumbas lamang ng sa isáng alipin, at siya pang tumbúkan ng madláng alimura at siphayó—diyatá't ang mga kabataang itó'y naliligaw ng landas—sapagka't inaalintaná nila ang lahat, makatulong lamang ng kahit na kaunti, sa kapáhatan ng kaniláng kakayanan, as pagbubukas at paglinang ng pag-iisip ng libo-libo nating mga batá—iyang sa araw ng búkas ay siyang magiging moóg at ilaw ng ating Bayan Pilipinas!

Ah, sa súliraning itó, ang "Malaya!" ay naligaw ng landasin. Di na tumutulong ay nananaboy pa ng tubig na malamig! Pinupuri namin ang kanyang magandang nasá, datapwa't pupunahín naman ang lahat ng walá sa matwid.

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Dalawa ang landas na pamimilian
Habang lumá'akad sa mundong ibabaw;
At dalawa rin nga ang kahahang-ganan
Bagama't iisa ang pagtitinginan.

*
**

Nariyan si *Lakas* na di nalalaon
Ay nangingihina ri't kusang napuputol;
Nariyan si *Tapang* na wari ay usók
Kung siya'y mawalat daigín ni *Tákót*
Katulad din nang *taás* na inayuyukód.

*
**

Nariyan si *Aping* kapagka nagtindig
Kapagka kumilos nagunat nang *bisig*
Ay nakagaganti at nakasusupil
Sa baya'y humalay, sa kanya'y umamis
Noong siya'y kuyom da di nakaimik.

*
**

Nariyan si *Palálong* walà nging tute
Lagi na ay apít saán man patungo'y
Laging may kabáka laging may katálo
Katulod nang isáng nalolokong aso,
Kayà nga't sa *hirap* ay nananagano.

*
**

Nariyan si *Mangmang* hilahi't isulong
Hamakit oroyin nang may isip buhóng;
Nariyan si *Dungò* na uorong-urong
Mga matwid niya ay ibinabaón
Sa lusák nang *Api* ta *pagkaparool*.

*
**

Nariyan si *Tamad*: Ang mga gagawi'y,
Magparot parito't panaho'y sayangín
Ihimpil sa walà ang isip na angkin
At ang kabuhasan ay inahitilig
Sa panananghuran nang mga kakanin.

*
**

Sa kabilang dako'y naroroon namán
Si *Hinang* may bait at magandang asal
Si *Duwag* na taong maruno't marangal
Di kumikibo't nangag-mamasid lang
Sa bawat mangyari't sapitin nang bayan.

Nandoon si *Yama't* tatagitaginting
Hindi alintana ang napagsasapit
Nang kanyang Inang sa hapis ay tigib
At di ini-ino ang hampas ni *Sakit*
Na dala ni *Palad*, Palad na pang-amis

*
**

Nandoon si Dunong na ang pinapakay
Ay *magpoonpoo't* maghariharian
Sa kilalang dungò, sa kilalang hangal
At ang ibig twina'y sila ay luhuran
Yukura't sambahin sa mundong ibabaw.

*
**

Nandoon si Pabayang laging sa "Di bale"
Laging sa "Sakà na" kung anong mangyari
Lagi nang aayaw na makikisali
Sa gawaing tukoy sa ikabubuti
Nang marami't lahat at kanyang sarili.

*
**

Naroon din nga sina mapagtang-gol
Sina *Anak baya'y* laging tumututol
Laging naglalakad nang tapát na *layon*
Gunit kalilitán: ay saan hahantong?
Sa walátwalà rin sa habang panahon.

*
**

Iyan nga ang mundó at iyaon ang buhay!
Laging paglalarò at pagsasayawan!
Kapag di natuto, oh, kahambal hambal
At kahapishapis ang kásasapitan!
Apí na sa *duno'y* apí pa sa buhay.

*
**

Ilang nangang kamay ang kusang kumitil
Nang buhay nang ibang dahil ay sa *sakit*
O kaya'y sa *inggit pagkahinalain*
Ahl Di na mabilang at nakalalagim
Iyang mga iyan, *Mga Kamay Kain*!

*
**

Ikaw nga'y maligtas ikaw ay iadyá
Ikaw ay ilayò sa *hapis*, sa *dusa*,
Huwag ka ngang matulad, huwag kang mapera
Sa mga inamis ni Masamang Pita
Ni Palad na lihis sa igiginhawa.

*
**

Maging mapalad ka at ika'y puspusin
Nang kaligayahan sa buhay mo, Celing,
Sa gayon at bukas, sa hindi't sa piling
Nang mga magula't kapatid mga gliw
Itong, sa araw mo ay aking dalangin.

* Ang tuláng ito'y sumakamay namin mula pa nang buwan
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